



Issue	Current Good Practice	Action	People/resources	Timescale	Success Criteria	Monitoring Method: Who? How?
<p>Increase access to the curriculum for pupils with a disability and provide access to all learning and activities.</p>	<p>Our school offers a curriculum with adaptive teaching to meet individual needs of pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. This may include adult support. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. <i>The curriculum is regularly reviewed to ensure it meets the needs of all pupils.</i></p>	<ul style="list-style-type: none"> <li>• Improve the effectiveness of adaptive teaching of the curriculum for individual pupils</li> <li>• Investigate resources tailored to the needs of pupils with additional needs.</li> <li>• To continue with regular meetings with SNCO and class teachers to assess the needs of identified pupils.</li> <li>• Review the curriculum</li> <li>• To monitoring of differentiation in termly pupil progress meetings</li> <li>• Audit resources for pupils with additional needs and purchase resources if necessary</li> <li>• Carry out review of the curriculum</li> </ul>	<p>Headteacher.LP Deputy HT CR Curriculum lead Subject leaders Class teachers Cost of new resources (£1500). TLA support</p>	<p>Sep 23 to July 24 and updated after this as needed.</p>	<p>Evidence that curriculum is effectively differentiated Evidence that pupils with additional needs have the resources they need. Every pupil is able to take part in all learning and activities and can achieve their potential in all learning both in the classroom and outside of it.</p>	<p>Headteacher LP SENCO EE Curriculum Lead, Pupil premium lead.</p>

<p>Increase access by different means to the curriculum for pupils/staff with a disability.</p>	<p>All pupils are included in all activities and learning. Where necessary, activities are adapted to ensure pupils with SEN needs are supported and can take part in all learning.</p>	<p>Provide training on skills needed for using a variety of necessary/electronic equipment. Provide skills for future learning. To provide adult support for various activities and learning. To provide specific resources required. Provide laptops/ipads /APPS to enable personalised learning for SEN pupils Liaise with outside agencies to access physiotherapy, typing training and key board skills</p>	<p>IT Technician SENCO £8,000</p>	<p>The technology will be updated as required. APPs added as needed.</p>	<p>Evidence that pupils with additional needs have the resources they need. Evidence in progress reviews that the identified pupils are achieving their potential in all subjects and activities.</p>	<p>SENCo EE</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes: Ramps Wheelchair friendly building design including accessible corridor width A disabled parking bay Accessible toilets and changing facilities in various areas of the school.</p>	<p>Building adapted for accessibility for disabled children/adults. Accessible toilet facilities to be updated to match the needs of key stage 2 pupils. Shower area replaced by hoist facilities. Storage for equipment.  Continue to improve the adaptation of the environment to the needs of pupils where needed. Being aware of any additional needs to stakeholders.</p>	<p>DCC. SENCO, EE HT LP</p>	<p>From August 24 Reviewed regularly</p>	<p>All pupils to access all of the curriculum and activities</p>	<p>HT,LP. SENCo. EE</p>

		Equipment acquired through DCC to support needs of identified pupils. Ensure that pathways are free of trip hazards – weekly checks	DCC, SENCO HT Site manager.			
Ensure curriculum is fully accessible to pupils with any type of difficulty or disability.		Consider alternative communication systems. Hearing loops  Consider the way in which information is presented to pupils.  Consider ways in which pupils can communicate their ideas.  Liaise with outside agencies for support for particular needs.: visual/hearing impairment, EAL pupils,	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	September 23 onwards	Curriculum is fully accessible for all pupils.	Head Teacher. LP SLT. SENCO.EE
Give provision to EAL pupils so that they can access the full curriculum.	Support in classrooms as needed. Extra language/reading .support	Access training for a person responsible for EAL pupils. Give pupils more time and interventions to support the learning of English.	TLAs SENCO	As required	EAL pupils fully integrated into school life and making expected progress.	SENCO
Ensure that all school trips & residential visits are accessible for pupils with learning/physical disabilities or	All pupils are included in all visits and in school activities.  All pupils who want to take part in a residential visit are supported to do so if	Thorough planning. Advance visits.  EVOLVE Form and Risk assessments.	Visit leaders. CT Educational Visits Co-Ordinator.CR Headteacher. LP Pupil premium lead .	When any trip or visit takes place.	School trips & residential visits are accessible for all pupils.	Headteacher  School Visits Co-ordinator. CR Trip leaders. Feedback from pupils

pupil premium children.	needed. This includes financial support.	Ensure the transport has wheel chair access.  Ensure the venue has wheel chair access and there are accessible facilities.  Ensure that financial support is given if necessary.				
Ensure that after-school clubs and care provision facilities are accessible for all pupils.	All pupils, regardless of needs are encouraged to attend after school clubs.	Ensure access is available for all pupils including those with physical or sensory disabilities.  Provide adult support if necessary.  Make physical adaptations as required.	Leaders of after-school clubs.	Ongoing	After-school clubs and care provision are accessible for all pupils.	Head Teacher LP Feedback from parents and pupils. (TAFs)
School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	All pupils take part in all activities and events and are not discriminated.	Policies to include:  Content Strategies Resources That could be employed when planning for pupils with difficulties or disabilities.  Disabled coach in place to model the opportunities for disabled pupils/adults.	Whole staff. Subject leaders. Advisors.	On going	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders.
Raise staff awareness of disabilities issues	CPD is in place eg autism training. Epi pen training.	School to seek advice from experts.  Consider needs of specific pupils, both	LA. Health Authority. Disability Rights Commission. All school staff.	On-going	Teachers and TLAs aware of issues. Detailed information and support available	Head Teacher. SLT SENCO. Class Teachers. Other non-teaching staff.

		for school and off-site activities.			and passed on by staff.	
		Promote disability equality via Staff meetings. PSHE lessons. Assemblies. Celebrating difference.	Whole staff	Well being days each half term	Increased whole school awareness of disability issues.	SENCO All staff.
New issue to cater for within school	The school staff are very adaptable and will seek support to ensure all pupils are included in all activities.	Provide training for teachers / TA's on differentiating the curriculum for disabled pupils.	Undertake an audit of staff training requirements	. Audit on going as situations arise Programme of training on going as needed.	All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Headteacher Dep headteacher CR SENDCo EE
Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students	The needs of all pupils with needs have access to the classrooms and to their learning stations.	Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students	All staff , deputy headteacher MF	Ongoing	All pupils can access all learning and activities. Lessons start on time without the need to make extra adjustments to accommodate the needs of individual pupils.	Deputy headteacher CR SENDCo EE
To be able to move a disabled person if necessary	The school has a positive and effective relationship with outside agencies.	Provide training in manual handling if required. Provide training on the use of the hoist.	Liaise with experts/ LA.	Dependent on training courses and the needs of the stakeholders	Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate training and facilities.	Headteacher LP SENCo EE

Ensure all adults/pupils can access the building.		<p>Check state if ramps are in good condition.</p> <p>Ramps and accessible doors to outside learning areas are in place.</p> <p>Liaise with support from, LA for physical impairment.</p>			All adults/pupils can access the building and its facilities.	<p>Headteacher. LP.</p> <p>SENCO SBM</p> <p>Site manager JF</p>
Access to areas is clear		<p>Ensure signs in and around school continue to give clear guidance to all children, staff and visitors.</p> <p>Snow is cleared as much as possible and signs are used to indicate pathways.</p> <p>Ensure an adult is available to open heavy fire doors.</p>	<p>Caretaker JF</p> <p>Headteacher LP</p> <p>Business Manager DW</p>	On going	<p>Signage in place.</p> <p>All adults can access the school easily.</p>	<p>Headteacher LP</p> <p>site manager JF</p>
Ensure all pupils/adults can exit the building safely in the advent of an emergency.		<p>Have an adult/supporter assigned to each disabled person.</p> <p>Practise leaving the building in an emergency. Complete individual egress forms.</p>	<p>All staff. TLAs,</p> <p>Deputy HT CR</p>	Each half term.	All stake holders know the procedures and the procedures are executed calmly and effectively.	Fire practices completed each half term and any issues raised are addressed.
Emergency Exit procedures fully in place and know to all stakeholders		<p>Emergency procedures regularly practised. Visitors instructed about procedures. Workmen take part in fire evacuation practice.</p>	Deputy headteacher	On going	Procedures in place and conforming to current H&S policies and procedures	Deputy headteacher/Headteacher

To be able to administer medicines in school	Training in place for the staff administrating medicines.	Administering Medication safely	First aiders Headteacher.	Minimum administering in school Cleaner and safer practices. Introduce new procedures and practices based on trust guidelines	Policy in place and regularly reviewed.  Training completed	Complete
To ensure all staff parents/carers have access to school information	Newsletters by email of paper copies. some copies on coloured paper for some parents/carers	Review all current school publications and promote the availability in different formats for those that require it (e.g larger text or read text to parent).  Continue to provide parents/carers with easy access newsletters and information.	All staff –  Office staff.	On-going as needed	Relevant school policies and reports should be available in all suitable formats for those who request them.	All staff On school website